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Covid-19 Pandemic: Impact of Socio-Demographic Factors and Parent's Life Orientation on Enforced Learning in Pupils During Lock-Down in Nigeria

Vivian M. Olaseni[1,] Department of Educational Management, Adekunle Ajasin University, Akungba-Nigeria

Abayomi O. Olaseni[2], Department of Psychology, University of Ilorin, Ilorin-Nigeria

Abstract: Over 90% of the students have been affected by the movement restriction to curb the transmission of the novel coronavirus, which has culminated into shutting down of all school activities. Different learning engagements were proposed for consumptions of pupils, but the prevalence of implementation and enforcement to learning by parents remained unclear. This study therefore assessed the impact of socio-demographic factors and parents' life orientation on enforced learning. Expo-facto design using purposive sampling technique was adopted among 642 parents with children in primary schools. An online semi-structured questionnaire containing socio-demographic section, Life Orientation Test –Revised (LOT-R) developed by Scheier and Carver (1992) and measures of parents' implementation and commitment to children learning was used to obtain data from the respondents. The study revealed that parents' socioeconomic status significantly impacted enforced learning in pupils during pandemic lockdown ($\chi2= 48.57$; $df = 4$; $p<0.001$). Also, marital status significantly impacted enforced reading plan ($\chi^2 = 45.29$; $df = 5$; $p <0.01$); home coaching ($\chi^2 = 24.12$; $df = 5$; $p <0.01$), and enforced eLearning participation ($\chi^2=17.02$; $df=5$; $p<0.01$). Similarly, parents' education qualification impacted enforced reading plan ($\chi^2 = 56.10$; $df = 7$; $p <0.01$), arranged home coaching ($\chi^2 = 88.43$; $df = 7$; $p <0.01$), enforced eLearning participation ($\chi^2 = 35.24$; $df = 7$; $p <0.01$). It was revealed in the study that parents' life orientations impacted enforced learning in pupils during pandemic lockdown ($\chi2= 12.42$; $df = 2$; $p<0.01$). In conclusion, parents' personal characteristics and personality impacted enforced learning during the covid-19 lockdown in Nigeria. Therefore, government and stakeholders should initiate an intervention to aid learning among the vulnerable pupils.

Keywords: Socioeconomic, Reading plan, eLearning, enforced learning, COVID-19

Background

The covid-19 pandemics, popularly known as coronavirus was first heard of in 2019 (China CDC, 2019; WHO, 2020) and has been described as a fast-spreading disease that has affected almost all the countries around the globe. According to the World Health Organization (WHO), the common mode of transmission of the infectious disease has been through droplets, from an infected individuals or a carrier to vulnerable individuals. Among the human activities found to help spread the covid-19 virus were unguided sneezes, handshakes, coughs without nose pad, social clusters, etc. The virus that reportedly started in a small city in China called Wuhan (Wu, Chen & Chan, 2020) and has in a short while responsible for the death of millions of people around the globe.

Nigeria as parts of the rest of the world recorded the first case in 19th February (NCDC, 2020), and swiftly spreads across 29 out the 36 states, including the Federal Capital Territory (NCDC, 2020). In an attempt to curb the spate of virus transmission from person to person, caution has to be taken. This compelled the government of Nigeria to shutdown schools (from elementary to tertiary), worship centers (churches and mosques), and other social activities. Furthermore, during the lockdown, restrictions in mobility and social activities made learning in the four walls of classrooms became impossible. In this regards, the Minister of Education in Nigeria sorted for continuity of schooling and learning from home by initiating an eLearning schooling arrangement, across radio, television and the internet, but the involvement of parents in enforcing learning among the pupils during the pandemic lockdown remained unclear.

Meanwhile, learning outcomes in pupils during the pandemic should be core to parents' responsibilities during the covid-19 lockdown. Reason the average age of pupils at elementary level in Nigeria is 4years to 10years. Invariably suggesting that children at this stage are mainly insufficient decision takers and as such, the quality of learning activities to the pupils may varies and largely depends on variables interplay among the parents. It is not a gainsaying that the nationwide closure of schools may have impacted over 90% of the students (UNESCO, 2020). Localise options of learning are therefore available for utilization but the role of parent in enforced learning remained unclear in Nigeria.

In the current study, enforced learning is considered as the degree of parental implementation to the available learning options (i.e. enforced eLearning, private tutor, and planned self-study) and commitment at various degree (no commitment, permissive and strict). Parental enforcement in pupils' learning activities has been viewed as one of the major factors of academic success (Levanda, 2011). The study of Purwatiand

Muhammad (2017) has proved that parents' academic characteristics and personality have significant influence on the children behaviour.

Further, studies showed that parental characteristics, such as; socio-economic status (Kristin, 2018), home rules, parental supervision and attitudes towards self-study have been implicated in enhancing productive learning (Porumbu & Necsoi, 2013).The role of parents' personality or personal characteristics on enforced learning during this lockdown remained a puzzle and a gap in knowledge. There are paucity of literature that examined the influence of socio-demographic factors and parent's life orientation on enforced learning in pupils during lock-down. The following specific objectives were therefore raised to address the study aim:

1. To assess the prevalence of enforced learning outcomes in pupils among different categories of parents' socioeconomic status.
2. To examine prevalence in the sub-dimensions of enforced learning among different categories of parents' marital status
3. To investigate the prevalence in the sub-dimensions of enforced learning among different categories of parents' education qualifications
4. To assess the prevalence of enforced learning outcomes in pupils across dimensions of parents' personality (life orientation).

Methods

A purposive sampling technique was used in this expo facto research design. The design enables the researchers to explore the learning outcomes already in place by the respondents across cross sections of socio-demographic factors and parents' life orientation without manipulation. An online semi-structured questionnaire was developed by using Google forms, with a consent form appended to it. The link of the questionnaire was sent through emails, WhatsApp and other social media.

Participants

Six hundred and forty-two (642) parents with child(ren) in primary schools in Nigeria were engaged in the study. The participants' age ranged between 19 years and 58 years (M = 38.79, SD = 5.11) participated in the study. The participants comprised 251 (39.1%) fathers, and 391 (60.9%) mothers.

Instrument

Data were collected via online self-reported questionnaire designed by the investigators. The questionnaire was being made up of three sections, Section A, B and C; **Section A:** Socio-Demographics Section which measured respondents' data such as Research Identification Number (RIN), age, gender, marital status, highest educational attainment, income, state of residence, occupation, religion among others. **Section B:** Life Orientation Test –Revised (LOT-R) developed by Scheier and Carver (1992). LOT-R is a 10-item measure of optimism versus pessimism. 3 items measure optimism, 3 items measure pessimism, and 4 items serve as fillers of the 10 items. Respondents rate each item on a 4-point scale: 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, and 4 = strongly agree. The LOT-R reported strong internal reliability of Cronbach alpha reliability at 0.82 (α = 0.82). **Section C:** Measures report what implementations parents have in place for learning of their children in primary schools and further rated their commitment to the identified choice(s).
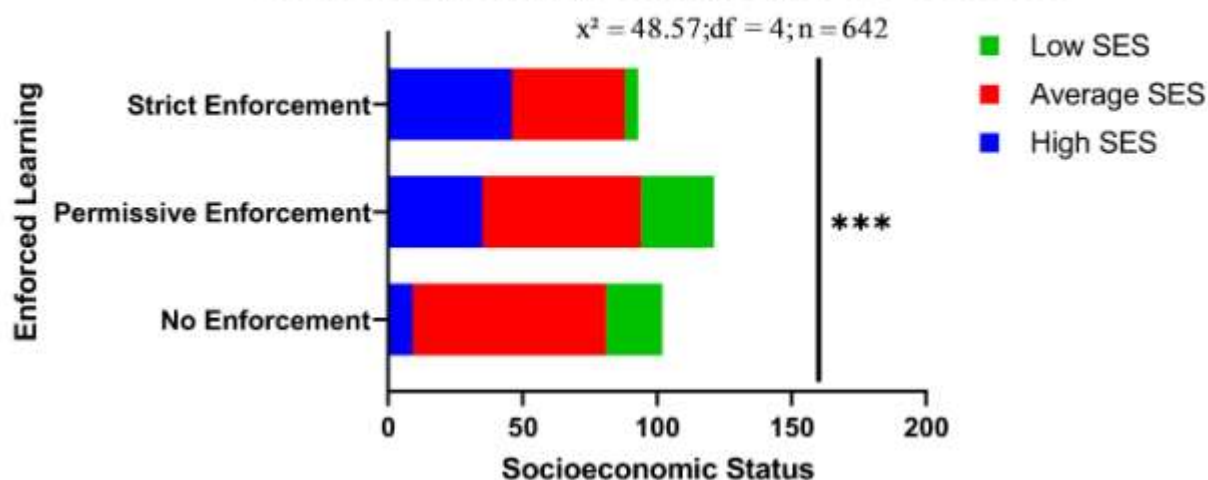
Procedure

Participants with access to the internet were invited to participate in the study. A detailed informed consent form was attached at the beginning of the online questionnaire and consent was a prerequisite to continue in the survey. Data collection was initiated on 17th March 2020 and closed on 21 April, 2020. Six hundred and forty two (642) correctly filled questionnaire were recovered through the Google form, and processed for statistical analysis. The data was analyzed using SPSS package (version 25) and Graph Pad Prism (v8.4.2). The analyses include prevalence estimate analysis, and chi-square analysis.

Results

This phase presents the results tables, charts and interpretation of the collected data on the disparity influence of socio-demographic factors and life orientation on enforced learning in pupils among six hundred and forty-two (642) parents in Nigeria. The collected data was analyzed using the Chi-square of contingency (SPSSv.25)and Graph Pad Prism (v8.4.2) to compare categorical outcomes. The analyzed data provide responses to the four research questions stated earlier in the study.

This phase presents the prevalence results of enforced learning outcomes across categories of socioeconomic statuses (i.e. low SES, average SES, & high SES) of the study participants (see chart 1).

Chart 1 showing socioeconomic status and prevalence of Enforced Learning During Covid-19 Lockdown

The study revealed that parents' socioeconomic status significantly impacted enforced learning in pupils during pandemic lockdown ($\chi 2$= 48.57; df = 4; p<0.001). It was revealed that majority of the parents with high socioeconomic status (46.3%) reported strict enforced learning when compared to parents with average (41.5%) and low socioeconomic status (12.2%) during Covid-19 lockdown in Nigeria.

Analysis to achieve the study objectives aims to examine the interaction between socioeconomic statuses of respondents on dimensions of enforced learning during lockdown was further presented in table 1.

Table 1 Showing the interaction between Socioeconomic Status of Respondents and the Prevalence of dimensions of Enforcement (Reading Plan, Home Coaching and eLearning)

Dimension of Enforcement	Single Parent (n=180*%)	Married/Cohabiting (n=443*%)	Divorced/Separated (n=19*%)	df	χ^2	P
Reading Habit/Plan	38 (22.4)	131 (77.1)	01 (00.6)	05	45.29	< 0.01
Home Coaching	11 (12.5)	76 (86.4)	00 (--.-)	05	24.12	< 0.01
eLearning	40 (21.7)	140 (76.1)	02 (01.1)	05	17.02	< 0.01

Note: Strict enforcement in the study outcomes are the reference categories of all variables*

Outcomes of the study (see table 1) revealed that there was significant difference in the prevalence of enforced reading plan (sub-dimensions of enforced learning) among categories of marital status (χ^2 = 45.29; df = 5; p <0.01). Further, it was found that the prevalence of strict learning through enforced reading habits/plan was predominant among the married respondents (77.1%) when compared to other respondents who are either single parents (22.4%) and divorced/separated (0.6%).

Findings in table 1 also revealed that there was significant difference in the prevalence of arranged home coaching (sub-dimensions of enforced learning) among categories of marital status (χ^2 = 24.12; df = 5; p <0.01). Furthermore, it was found that the prevalence of strict learning through arranged home coaching was predominant among the married respondents (86.4%) when compared to other respondents who are single parents (12.5%). None of the divorced or separated parents arrange home coaching method as enforced learning for their pupils during lock down.

Similarly, significant difference in the prevalence of enforced eLearning participation (sub-dimensions of enforced learning) among categories of marital status (χ^2 = 17.02; df = 5; p <0.01). Further, it was found that the prevalence of strict learning through enforced eLearning was predominant among the married respondents

(76.1%) when compared to other respondents who are either single parents (21.7%) and divorced/separated (1.1%).

The result that captured the interaction between parents' educational attainment and dimensions of enforced learning during lockdown was further presented in table 2.

Table 2 Showing the interaction between Parents' Education Qualifications and the Prevalence of dimensions of Enforcement (Reading Plan, Home Coaching and eLearning)

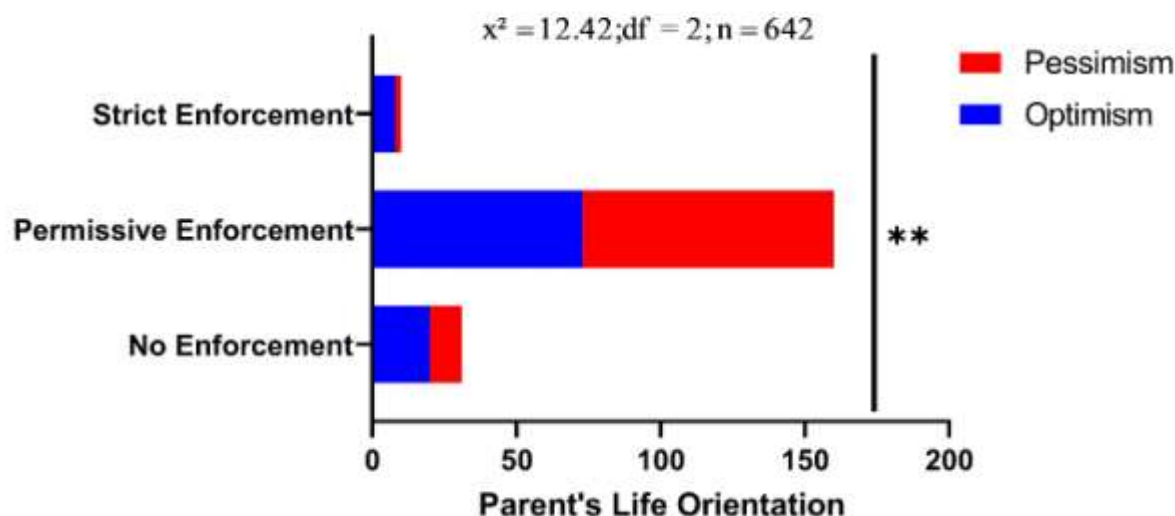| Outcome	PhD./M.Sc. (n=59*%)	B.Sc./HND (n=342*%)	NCE/OND (n=92*%)	SSCE (n=149*%)	df	χ^2	p
Reading Habit/Plan	09 (05.3)	69 (40.6)	25 (14.7)	56 (32.9)	07	56.10	< 0.01
Home Coaching	15 (17.0)	51 (58.0)	14 (15.9)	08 (09.1)	07	88.43	< 0.01
eLearning	22 (12.0)	106 (57.6)	29 (15.8)	27 (14.7)	07	35.24	< 0.01

Result (see table 2) revealed that there was significant difference in the prevalence of enforced reading plan (sub-dimensions of enforced learning) among categories of parents' education qualifications (χ^2 = 56.10; df = 7; p <0.01). Furthermore, it was found that the prevalence of strict learning through enforced reading habits/plan was predominant among parents with B.Sc./HND (40.6%) when compared to other respondents with PhD/M.Sc. (5.3%), NCE/OND (14.7%), and SSCE (32.9%).

Study outcome further revealed that there was significant difference in the prevalence of arranged home coaching (sub-dimensions of enforced learning) among categories of parents' education qualifications (χ^2 = 88.43; df = 7; p <0.01). It was found that the prevalence of strict learning through arranged home coaching was predominant among parents with first degrees (58%) when compared to other respondents with PhD/M.Sc. (17%), NCE/OND (15.9%), and SSCE (9.1%).

Similarly, significant difference in the prevalence of enforced eLearning participation (sub-dimensions of enforced learning) among categories of parents' education qualifications (χ^2 = 35.24; df = 7; p <0.01). in addition to this, it was also found that the prevalence of strict learning through enforced eLearning was predominant among parents with first degrees (57.6%) when compared to other respondents with PhD/M.Sc. (12%), NCE/OND (15.8%), and SSCE (14.7%).

The prevalence results of enforced learning outcomes across dimensions of parents' personality (life orientation) was also reported in the study (see chart 2).

Chart 2 showing Parent's Life Orientation and Prevalence of Enforced Learning During Covid-19 Lockdown

It was revealed in the study that parents' life orientations impacted enforced learning in pupils during pandemic lockdown ($\chi2$= 12.42; df = 2; p<0.01). It was as well revealed that majority of the parents with optimistic life orientation (8.1%) reported strict enforced learning when compared to parents with pessimistic life orientation (1.8%) during Covid-19 lockdown in Nigeria.

Discussion

This study investigated the implications of parents' socio-demographic factors and life orientation (optimism and pessimism) on enforced learning in pupils during covid-19 lockdown in Nigeria. The findings provide strong support for life orientation and socio-demographic factors as pivotal to enforced learning at the time pandemic. The outcome of the study revealed that parents' socioeconomic status impacted enforced learning in pupils, such that parents with high socioeconomic status reported strict enforced learning than parents with other socioeconomic statuses. This was also align with the findings of Kristin (2018).At the restrict movement, many people around the world were worried about the economic retrogression that had culminated into poor income. Many parents at this stage were more predominated towards survival (i.e. the provision of water, food and shelter) and considered other responsibilities as secondary.

The findings from this study further revealed that parents' marital status impacted enforced learning in pupils, such that parents who are married or cohabiting reported strict enforced learning than parents counterparts who are single parents or divorced/widowed. Impact family have been associated with good psychological wellbeing of the children. Similarly, financial strength of the family is somewhat well better. Intact family also enables apt attention to the needs of the children. Outcome of this study is in agreement with the study of Porumbuand Necsoi (2013) that linked parent characteristics with children productivity in school.

The outcome of the study revealed that parents' education qualifications impacted enforced learning in pupils, such that parents B.Sc. or HND reported strict enforced learning than parents with other qualifications. Education value added may explain this outcome of the study. Parents that are well educated are more likely to appreciate the essence and value of quality education than parents who are not educated or less educated. Similarly to the findings of Porumbu andNecsoi, (2013) and Purwatiand Muhammad (2017) that established significant relationship between parents' educational qualifications and children academic prowess.

Furthermore, study revealed that parents' life orientation impacted enforced learning in pupils, such that parents who are optimistic life orientation reported strict enforced learning than parents' counterparts with life orientation. In other words, parents that are more positive about life (optimism) are likely to have positive thinking and find benefits at every adversities of life than parents that are negative about life, for at the phase of adversity, they often develop emotional problems and not productive. This findings is in agreement with the study of Purwatiand Muhammad (2017) that proved significant link between parents' personality and children behaviour.

Study Limitations

Interpreting results for the study should be done with caution due to handful limitations. The findings of the study are limited to residents in Nigeria with proficient knowledge in internet usage and ability to read and understand in English language. Furthermore, data collection cut across all geopolitical zones in Nigeria but dis-appropriation (or unequal representation) data was gathered across the six geopolitical zones in Nigeria and therefore, findings can on be generalized with caution. Most of the variables considered in the study were assessed through respondents' self-report means, which maybe prone to confirmatory biases or socially desired responses. Numerous other variables that could account for the outcome observed in the dependent variable was not considered in the current study.

Conclusion

The study found that parents' socioeconomic status impacted enforced learning in pupils, such that parents with high socioeconomic status reported strict enforced learning than parents with other socioeconomic statuses. Also, parents' marital status impacted enforced learning in pupils, such that parents who are married or cohabiting reported strict enforced learning to their child(ren) than parents counterparts who are single parents or divorced/widowed. Similarly, parents' education qualifications impacted enforced learning in pupils, such that parents B.Sc. or HND reported strict enforced learning than parents with other qualifications. Finally, parents' life orientation impacted enforced learning in pupils, such that parents who are optimistic in life orientation reported strict enforced learning than parents' counterparts with life orientation.

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